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ABSTRACT

The purpose of this thesis was to investigate the self-esteem of junior high and high school students. The independent variables investigated were quality of family life, birth order, family size, maternal employment, grade level and family structure. The dependent variables were the self-esteem scores from the following sub-scales of the Texas Social Behavior Inventory: Confidence, Dominance, Social Competence and Total. The sample consisted of 166 junior high and high school students. Six composite null hypotheses were tested with three-way analysis of variance. The results of the study appeared to support the following generalizations: (1) students from happy quality of family life have higher self-esteem (Confidence, Total, and Dominance) than those from unhappy quality of family life; (2) students of first birth order have higher self-esteem (Dominance) than those of middle birth order; (3) students from family structure of mother and step-father have higher self-esteem (Social Competence and Total) than those from family structure of two biological parents; (4) quality of family life, birth order and family size should be interpreted concurrently for Social Competence, (5) no associations between maternal employment and self-esteem; and (6) no associations between maternal employment and self-esteem, and grade level and self-esteem. Extensive appendixes include all materials used in the study. Contains 33 references. (JBJ)

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SELF-ESTEEM OF JUNIOR HIGH AND HIGH SCHOOL STUDENTS

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

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Graduate Committee Approval

The Graduate Committee of Kimberly E. Lee hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Table of Contents

Introduction 1

Overview 1

Quality of Family Life and Self-Esteem 2

Birth Order and Self-Esteem 3

Family Size and Self-Esteem 5

Maternal Employment and Self-Esteem 7

Grade Level and Self-Esteem 9

Family Structure and Self-Esteem 10

Summary 12

Statement of the Problem 12

Rationale and Importance of the Research 12

Composite Null Hypotheses 14

Independent Variables and Rationale 15

Definition of Variables 15

Independent Variables 15

Dependent Variables 16

Limitations of the the Study 17

Methodology 17

Setting 17

Subjects 17

Table of Contents (continued)

Instruments 18

Student Information Form 18

Personal Attribute Inventory for Children - Family 18

Texas Social Behavior Inventory 19

Design 20

Data Collection Procedure 23

Research Procedures 23

Data Analysis 24

Results 24

Discussion 59

Summary 59

Related Literature and Results of the Present Study 61

Generalizations 63

Recommendations 64

References 65

List of Appendixes

Appendix A - Letter to Dr. Parish 69

Appendix B - Letter to Mr. Helmreich 71

Appendix C - Letter to Jr. High Principal 73

Appendix D - Letter to High School Principal 75

Appendix E - Testing Procedure 77

Appendix F - Student Information Form 80

Appendix G - Personal Attribute Inventory for Children-Family 82

Appendix H - Texas Social Behavior Inventory 84

Appendix I - Scoring of Texas Social Behavior Inventory 89

List of Tables

Table 1: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Birth Order and Family Size Employing a Three-Way Analysis of Variance (General Linear Model) 26

Table 2: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Birth Order and Maternal Employment Employing a Three-Way Analysis of Variance (General Linear Model) 33

Table 3: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Family Size and Maternal Employment Employing a Three-Way Analysis of Variance (General Linear Model) 40

Table 4: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Birth Order, Family Size and Maternal Employment Employing a Three-Way Analysis of Variance (General Linear Model) 45

List of Tables (continued)

Table 5: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Grade Level and Family Structure Employing a Three-Way Analysis of Variance (General Linear Model) 50

Table 6: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Maternal Employment, Grade Level and Family Structure Employing a Three-Way Analysis of Variance (General Linear Model) 55

List of Figures

Figure 1: The Interaction Among the Independent Variables Quality of Family Life, Birth Order and Family Size for the Dependent Variable Social Competence 31

Figure 2: The Interaction Between the Independent Variables Quality of Family Life and Birth Order for the Dependent Variable Social Competence 38

Abstract

The purpose of the researcher was to investigate the self-esteem of junior high and high school students. The independent variables investigated were quality of family life, birth order, family size, maternal employment, grade level and family structure. The dependent variables were the self-esteem scores from the following sub-scales of the Texas Social Behavior Inventory: Confidence, Dominance, Social Competence and Total. The sample consisted of 166 junior high and high school students. Six composite null hypotheses were tested with three-way analysis of variance (general linear model).

A total of 92 comparisons were made, plus 76 recurring. Of the 92 comparisons, 24 were for main effects and 68 were for interactions. Of the 24 main effects, 8 were statistically significant at the .05 level. Of the 68 interactions, 2 were statistically significant at the .05 level.

The results of the present study appeared to support the following generalizations:

(1) students from happy quality of family life have higher self-esteem (Confidence) than those from unhappy quality of family life,

(2) students from happy quality of family life have higher self-esteem (Total) than those from unhappy quality of family life,

(3) students of first birth order have higher self-esteem (Dominance) than those of middle birth order,

(4) students from happy quality of family life have higher self-esteem (Dominance) than those from unhappy quality of family life,

(5) students from family structure of mother and step-father and other have higher self-esteem (Social Competence) than those from family structure of two biological parents,

(6) students from family structure of mother and step-father have higher self-esteem (Total) than those from family structure of two biological parents,

(7) quality of family life, birth order and family size should be interpreted concurrently for Social Competence,

(8) no associations between maternal employment and self-esteem, and

(9) no associations between grade level and self-esteem.

Introduction

Overview

Many definitions of self-esteem have been used over the years. Beane (1991) described self-esteem as a central feature in human dignity and thus an inalienable human entitlement. Coopersmith (1967) defined self-esteem as:

> the evaluation which the individual makes and customarily maintains with regard to himself: It expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself. It is a subjective experience which the individual conveys to others by verbal reports and other, overt, expressive behavior. (p. 5)

Beane (1991) asserted that "those who have positive self-esteem are likely to lead satisfying lives while those who do not are just as likely to find life dissatisfying and unhappy" (p. 25). He further asserted that having a positive self-esteem is nearly impossible for some young people, "given the deplorable conditions under which they are forced to live by the inequities in our society" (p. 27).

Self-esteem and self-concept are sometimes used interchangeably although they are different concepts. Purkey (1988) described the difference between these terms as self-concept being the totality of a

complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence while self-esteem is one's feelings of personal worth and level of satisfaction regarding one's self.

Beane (1991) proposed that self-esteem is personally constructed out of interactions with the environment; in other words, it is learned. He stated:

> In the balance of interactions between the individual and the environment out of which self-esteem grows, the environment is almost inevitably more powerful. If we want to enhance self-esteem, we must first check to see whether the social environment is safe for the individual. (p. 27)

Beardsall and Dunn (1992) agreed with Beane's findings. They maintained that during the early childhood years, external events, rather than internal events, played an especially important role in affecting children's self-esteem. They also suggested, "the experience of life events and chronic adversities during this period may have important effects on the child's emerging perception of the self" (p. 350).

Quality of Family Life and Self-Esteem

Coopersmith (1967) described one of the most important factors of self-esteem as, "first and foremost ... the amount of respectful, accepting and concerned treatment that an individual receives from the significant

others in his life" (p. 37). He suggested that since preadolescent children were still highly dependent upon their parents, they were likely to use the context of their family and its values to judge their own worth. Rosenberg (1965, cited by Cooper, Holman and Braithwaite, 1983) noted that conflict between parents and their children, rather than conflict between the parents, may increase a child's feelings of worthlessness, i.e., lower their self-esteem. Coopersmith's (1967) data supported the hypothesis that conflict and tension between parents was associated with at least one important index of poor adjustment in children, low self-esteem. Cooper, Holman and Braithwaite (1983) indicated that children who feel isolated from their families do not find their home environments supportive and happy. Such children scored lowest on self-esteem.

Parish, Dostal and Parish (1981) concluded from their study of 284 fifth through eighth grade children from five school districts in eastern Kansas, "first, that regardless of the intactness of the family, happiness within the family is very important; and second, that regardless of the happiness within the family, the intactness of the family is very important."

Birth Order and Self-Esteem

According to Gecas and Pasley (1983), most of the research pertaining to birth order has focused on implications for intellectual development and achievement motivation. Research has been much less extensive pertaining to the implications of birth order for the self-concept

of children. They noted, "the research findings on birth order effects have been remarkably inconclusive" (p. 522). They found very little support for any associations relating birth order to self-evaluations in adolescence. Kidwell (1981) maintained the need to study birth order along with other variables such as family size, sibling spacing, and gender. Birth order studies that do not take these other variables into account too often have inconclusive results. Leman (1985) stated:

> Birth order isn't a simplistic 1-2-3 system that says all first-borns are equally one way, all second children are another, and last-born kids are always just like this or that. There are tendencies and general characteristics that often apply, but the real point is that there are dynamic relationships existing between members of a family. (p. 34)

He noted that your birth order powerfully influences what kind of person one becomes, who one will marry, the job one chooses, and the kind of parent one will be.

The results of many researchers supported the findings that the first-born child has a higher self-esteem. Leman (1989) suggested that the first-born would be perfectionistic, conscientious, well organized and typically an overachiever. Gates, Lineberger, Crockett and Hubbard (1986), in their study of 7 to 12 year olds with a sample size of 404, found that first-born children showed significantly higher levels of self-esteem than second-born and youngest children on the Piers-Harris Self-Concept Scale. Coopersmith

(1967) indicated that within the family, only children and particularly only male children were higher in self-esteem. Conflicting results were reported by Doss (1980, cited in Gates et al., 1986) who found adolescents who were only children to be the most maladjusted on the Bell Adjustment Inventory; fourth- and fifth-born subjects were the best adjusted.

Baskett (1985) conducted a study to determine if adults did hold specific expectations or beliefs about children based on sibling status alone and, if so, to determine what those might be. Her results indicated the following:

> adults have definite and strong expectations or beliefs about children based on their sibling status alone. Oldest children are expected by adults to be outgoing, dominant leaders who are also more obedient and responsible. They are also expected to be secure and self-confident and not make demands on others. (p. 443)

Family Size and Self-Esteem

Inconclusive results have been found in studies involving family size and self-esteem. The results of a study conducted by Bell and Avery (1985), which included over 2000 freshmen college students, indicated that family size was negatively correlated with quality of parent-adolescent relationships. In Coopersmith's 1967 study, he postulated that children who were born into families in which there were few offspring would presumably

receive greater attention and more intense emotional investment from their parents than would children from large families; however, his results ($\underline{X}^2$, $\underline{df}$=2, $\underline{p}$<.70) indicated that children in smaller families were no higher in self-esteem than were those in larger families. He suggested that, "if family size does have an influence upon self-esteem, it is not as a condition in isolation but as one of several interacting conditions" (p. 151).

Peterson and Kunz (1975) studied family size and parental control and found that parental control may be directly influenced by the number of children that required attention. Most of their results were inconclusive, finding only one statistically significant relationship between family size and parental control for middle class families. This finding showed that control efforts increased with increasing family size. Nye, Carlson and Garrett (1970) found the following:

> by present criteria - affect, stress, and interaction patterns, the small family of one or two children is consistently found superior to either medium-sized or large families. The modal-sized families of three or four which are also the size reported as the preferred by the largest proportion of Americans, emerges from the analyses in consistently unfavorable positions. The analyses show the large family of five or more in some instances to be above the medium-sized family, sometimes below it in terms of the above criteria, but by no set of characteristics in these analyses does it rank above the small

family. (p. 225)

Rim (1988) studied the relationship between family configuration variables and social attitudes. His statistically significant finding was that family size seemed to influence many of the social attitudes of the first-born. "These results certainly show that family size supports the hypothesis that family configuration helps to explain the variance of social attitudes" (p. 159).

Maternal Employment and Self-Esteem

Anderson, Mead & Sullivan (1986) found that more than half the students reported that their mothers worked outside of the home.

> It has long been, and still is, true that the highest employment rates among women are for those who provide the sole support for their families. What has been happening for some time now is that increasing numbers of all women, whether married or not, are combining work and motherhood. (p. 2)

Hoffman (1989) maintained that the dual-wage family was the modal family style in the United States in families with school-aged children, and this has been the case for over 20 years.

Etaugh (1984) reported in her findings, "In adolescence, maternal employment is either unrelated or positively related to personality and social adjustment" (p. 23). Etaugh also suggested that a key factor at all ages was the mother's attitude toward her various roles. Mothers who

were satisfied with their roles--whether working outside the home or not--had the best adjusted children. She found that employed mothers (and their husbands) were generally more content than nonemployed mothers and their husbands. Hoffman (1989) also suggested that employed mothers showed a higher level of personal life satisfaction than the nonemployed mother.

Dellas, Faier and Emihovich (1979) in their study of students ranging from ages 13 to 18, concluded that, "there has been no substantial evidence indicating that maternal employment, per se, has a detrimental effect, or even a consistently differentiating effect, on the behaviors and attitudes of children" (p. 588). Greenberger and O'Neil (1992) agreed:

> Maternal employment per se is not a robust variable. This is not to say that maternal employment is inconsequential, but it is important to note that virtually any association of maternal employment with children's behavior that we found was conditioned by the mother's educational attainment or the gender of the child. (p. 446-447)

Hoffman (1989) addressed the effects of maternal employment and sex differences in children. She concluded that the pattern of maternal employment seemed to be particularly beneficial for daughters.

> Children of employed women have been found to be more likely than children of non-employed to reject the restricting aspects of the traditional sex-role ideology and more likely to believe that

women, like men, can be competent. Not only is this effect stronger for daughters than for sons but it is more important for their own self-esteem. (p. 288)

Grade Level and Self-Esteem

Bachman and O'Malleys' (1977, cited in Chiam, 1987) longitudinal study of the self-esteem of boys in the tenth through twelfth grades and five years later, showed a consistent increase in the mean scores on all ten items of the self-esteem scale. McCarthy and Hoge (1982) investigated the self-esteem of seventh, ninth, and eleventh grade students over two consecutive years. "There are significant increases in self-esteem scores during the year on both total scores and on the most appropriate of the Coopersmith subscales" (p. 375). In a nationwide study, 125 schools were selected to represent a cross-section of the population in a effort to examine the effects of self-esteem in students ages 13 to 23. Similar findings were reported in this study by O'Malley and Bachman (1983) showing considerable growth in self-esteem, although stable, over the period from age 15 to 23. Self-esteem scores increased one full standard deviation in this longitudinal study. Chiam (1987) maintained that adolescence was a period characterized by rapid change in physical size and personality development. His findings showed that the self-concept of adolescent boys changed with age in the positive direction while the trend was less obvious and less consistent for girls.

Family Structure and Self-Esteem

As early as 1974, Carter and Glick (1974, cited in Raschke and Raschke, 1979) reported that over one-third of the two-parent families were reconstituted. According to Brown (1980):

> Family circumstances are changing so rapidly from the traditional two-parent situation to the phenomenon of a single-parent family head that the specter of lower performance by increasing numbers of students hovers over the schools...serious behavior problems often characterize children of one-parent families. (p. 537)

The traditional two-parent family is becoming less and less pervasive in our society. Counselors and teachers must be able to address the needs of so many of these students that are in our schools.

Conflicting results on how family structure effects self-esteem have been reported. Both Cooper, Holman and Braithwaite (1983), and Raschke and Raschke (1979) have maintained that family structure does not effect self-esteem. Cooper et al. concluded from the results of their study of fifth and sixth grade students that, "family structure alone does not have the most damaging effect on children's self-esteem. Indeed, the adjustment and well-being of children from single-parent cohesive families was second only to that of children from two-parent cohesive families" (p. 157). This supports the findings of Raschke and Raschke who in their study of third, sixth and eighth grade students concluded, "children are not

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adversely affected by living in a single-parent family, but that family conflict and/or parental unhappiness can be detrimental" (p. 373).

According to Nunn and Parish (1982), children from intact families were significantly better off in their personal and familial adjustment on most of the measures studied than were children from families in which the father had died, and children whose fathers had died were significantly better adjusted in many ways than were children from divorced families. Parish and Parish (1983) examined children in fifth through eighth grades from school districts across the eastern half of Kansas.

> These findings seem to indicate that the presence of two parents - rather than one parent - fosters a somewhat higher relationship between children's self-concepts and their evaluations of their families. These findings, ... suggest that the presence of two parents, be they natural or otherwise, may provide a more accessible home environment with which the child can more likely align than if he or she were from a one-parent family. (p. 294)

Nunn, Parish and Worthing (1983) investigated children in fifth through tenth grades from schools in North Central Iowa. They maintained that children from intact families demonstrated significantly more positive adjustment ratings than did children from divorced-reconstituted families or from single-parent families.

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Summary

The review of the literature indicated that many factors are associated with self-esteem. The following were cited in the studies reviewed: quality of family life, birth order, family size, maternal employment, grade level and family structure. Researchers did not seem to fully agree on the magnitude of the associations, and 1990's research in these areas was limited. Because of this inconclusiveness, further inquiry is needed in this area.

Statement of the Problem

The purpose of the researcher was to investigate the self-esteem of junior high and high school students.

Rationale and Importance of the Research

Secondary school counselors need to be aware of these variables - quality of family life, birth order, family size, maternal employment, grade level and family structure - and how they effect student's lives. Awareness of the issues surrounding self-esteem will enable counselors to give special attention to those students needing it and to help them recognize these issues more easily.

The research examined indicated that quality of family life, birth order, family size, maternal employment, grade level and family structure

had some association with the self-esteem of junior high and high school students. The results of these findings were vague; therefore, there is a need to further explore the association of these factors to the self-esteem of junior high and high school students. Counselors, administrators and teachers deal with all of these variables on a daily basis. It would be beneficial to have more recent research available involving these issues.

This study was conducted to provide more current information pertaining to the self-esteem of junior high and high school students. These findings will prove useful to parents, counselors, educators and other helping professionals who seek to better understand the needs of children from various family situations. The results of the present study provided information pertaining to the following questions:

(1) Is there an association between quality of family life and self-esteem?

(2) Is there an association between birth order and self-esteem?

(3) Is there an association between family size and self-esteem?

(4) Is there an association between maternal employment and self-esteem?

(5) Is there an association between grade level and self-esteem?

(6) Is there an association between family structure and self-esteem?

Composite Null Hypotheses

All null hypotheses were tested at the .05 level.

(1) The differences among the mean Texas Social Behavior Inventory scores according to quality of family life, birth order and family size will not be statistically significant.

(2) The differences among the mean Texas Social Behavior Inventory scores according to quality of family life, birth order and maternal employment will not be statistically significant.

(3) The differences among the mean Texas Social Behavior Inventory scores according to quality of family life, family size and maternal employment will not be statistically significant.

(4) The differences among the mean Texas Social Behavior Inventory scores according to birth order, family size and maternal employment will not be statistically significant.

(5) The differences among the mean Texas Social Behavior Inventory scores according to quality of family life, grade level and family structure will not be statistically significant.

(6) The differences among the mean Texas Social Behavior Inventory scores according to maternal employment, grade level and family structure will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: quality of family life, birth order, family size, maternal employment, grade level and family structure. These variables were investigated for the following reasons:

(1) there was a lack of research pertaining to these variables and their association with self-esteem,

(2) the majority of the research found was not current, and

(3) the results found in previous research were inconclusive.

Definition of Variables

Independent Variables

All independent variables were self-reported. The following independent variables were investigated:

(1) quality of family life - two levels, determined post hoc,
level one, unhappy family, and
level two, happy family;

(2) birth order - three levels,
level one, firstborn and only children,
level two, lastborn, and
level three, those born between siblings;

(3) family size - three levels,
level one, one child,

level two, two or three children, and

level three, four or more children;

(4) maternal employment - three levels,

level one, homemaker,

level two, employed part-time outside the home, and

level three, employed full-time outside the home;

(5) grade level - three levels,

level one, 7th and 8th grades,

level two, 9th and 10th grades, and

level three, 11th and 12th grades;

(6) family structure - three levels, determined post hoc,

level one, biological mother and father,

level two, mother and step-father, and

level three, other.

Dependent Variables

Scores from the following scales of the Texas Social Behavior Inventory (TSBI) were employed as dependent variables:

(1) Confidence,

(2) Dominance,

(3) Social Competence, and

(4) Total.

Limitations of the Study

The following might have affected the results of the present study:

(1) the sample was not random,

(2) all subjects were from a small rural school in South-Central Kansas,

(3) information was self-reported, and

(4) there was a small sample size.

Methodology

Setting

Students were selected from a small 2A sized school in South-Central Kansas. A 2A school for the 1994-1995 school year was defined as those having between 77 and 121 students in grades 10 through 12. The enrollment in the top 3 grades for the 1994-1995 school year in the present school was 90. The major economic base for this area was agriculture with oil being another major economic factor.

Subjects

The subjects consisted of 166 junior high and high school students who were enrolled during the spring semester of 1995. All students in the seventh through twelfth grades present on the day the questionnaires were administered were included in this study. The sample consisted of all students who were present and turned in completed copies of the questionnaires. The total sample consisted of 95 males and 71 females.

Instruments

Three instruments were employed in this research. These were:

(1) a Student Information Form,

(2) the Personal Attribute Inventory for Children - Family to measure quality of family life, and

(3) the Texas Social Behavior Inventory to measure self-esteem.

Student Information Form. The Student Information Form was developed by the present researcher and consisted of 6 items (Appendix F). The items addressed were the following: gender, birth order, family size, maternal employment, grade level and family structure.

Personal Attribute Inventory for Children - Family. The Personal Attribute Inventory for Children - Family (PAIC - Family) was administered to determine the quality of family life. The PAIC was developed by Dr. Thomas Parish of Kansas State University in 1978 (Appendix G). Permission for its administration in this study was obtained by letter (Appendix A).

The PAIC - Family contains 48 adjectives listed in alphabetical order; 24 of them have positive connotations and 24 have negative connotations. Students were asked to select 15 words that best described their family. The instrument was scored by counting the number of positive words checked. A score of 13 - 15 positive adjectives was used to indicate a happy family, and a score of 0 - 12 positive adjectives was used to indicate an unhappy family (based on standards set by Parish and Parish

in their 1983 study).

> A family-concept score of 13-15 positive adjectives checked as descriptive of one's family was deemed to be indicative of a high family-concept or a "happy" family situation while a family-concept score of 12 or less was deemed to be indicative of a low family-concept or an "unhappy" family situation. (p. 652)

Test-retest reliability estimates of the PAIC range from .73 to .83. The criterion-related validity coefficients ranged from .66 to .68 (Parish and Taylor, 1978).

Texas Social Behavior Inventory. The Texas Social Behavior Inventory (TSBI) was used to measure self-esteem. The TSBI was developed in 1969 (Helmreich, Stapp and Ervin, 1974) by Dr. Robert Helmreich of The University of Texas at Austin (Appendix H). Permission for its administration in this study was obtained by letter (Appendix B).

The TSBI contains 32 items with responses made on a Likert-type scale. The instrument had four subscales as well as a total score. The first three subscales were confidence, dominance and social competence. The final subscale was social withdrawal for males and relations with authority figures for females. Because of the gender difference on the final subscale, only the first three subscales and the total score were used as dependent variables. The response choices for each item were: Not at all characteristic of me, Not very characteristic of me, Slightly characteristic

of me, Fairly characteristic of me and Very much characteristic of me. All items were given scores ranging from 1 to 5 with 1 defining the response associated with low self-esteem and 5 the response characteristic of high self-esteem. Of the 32 items, ten were negative items (see scoring Appendix I). The total score for each subject is the sum of all items giving a possible range of 32 to 160.

Helmreich, Stapp and Ervin (1974) found that the Texas Social Behavior Inventory had a test-retest reliability of .94 for males and .93 for females. They maintained the TSBI as a useful tool to measure self-esteem:

> The TSBI has also proved useful as a means of categorizing research populations on the dimension of self-esteem (e.g. Ervin, 1969; Helmreich, Aronson and LeFan, 1970; Kimble and Helmreich, 1972). ...One relevant correlation is that with the self-esteem scale of the CPI (Gough, 1964). For males the correlation was .50 ($p<.001$), for females, .52 ($p<.001$), based on the 1971 sample. (p. 4)

Design

A status survey factorial design was employed. The independent variables were quality of family life, birth order, family size, maternal employment, grade level and family structure. The dependent variables were the self-esteem scores from the three sub-scales of the Texas Social Behavior Inventory and the total score. The sample size was 166. Six composite null hypotheses were tested with three-way analysis of variance

(general linear model). The following designs were employed for the composite null hypotheses:

Composite null hypothesis number 1, a 2 X 3 X 3 factorial design;

Composite null hypothesis number 2, a 2 X 3 X 3 factorial design;

Composite null hypothesis number 3, a 2 X 3 X 3 factorial design;

Composite null hypothesis number 4, a 3 X 3 X 3 factorial design;

Composite null hypothesis number 5, a 2 X 3 X 3 factorial design; and

Composite null hypothesis number 6, a 3 X 3 X 3 factorial design.

McMillan and Schumacher (1989) cited 10 threats to internal validity. The researcher dealt with these 10 threats to internal validity in the following manner:

(1) history - did not pertain because the present study was a status survey;

(2) selection - all regular classroom students who were present the day that the data were collected who submitted completed instruments were used as subjects;

(3) statistical regression - did not pertain because the present study was a status survey;

(4) testing - did not pertain because the present study was a status survey;

(5) instrumentation - did not pertain because the present study was a status survey;

(6) mortality - did not pertain because the present study was a status survey;

(7) maturation - did not pertain because the present study was a status survey;

(8) diffusion of treatment; did not pertain because no treatment was administered;

(9) experimenter bias - did not pertain because no treatment was administered and the data were collected by standard procedures;

(10) statistical conclusion - two mathematical assumptions were violated (subjects were not randomly identified and there were not equal numbers in cells); the general linear model was employed to correct for lack of equal number of subjects in cells, and the researcher did not project interpretations beyond the statistical procedures employed.

McMillan and Schumacher (1989) cited 2 general categories of threats to external validity. The researcher dealt with these 2 threats in the following manner:

(1) population external validity - the sample was not random; therefore, the results of this study should be generalized only to similar groups, and

(2) ecological external validity - no treatment was administered and the data were collected by standard procedures.

Data Collection Procedures

The researcher contacted the junior high principal (Appendix C) and the high school principal (Appendix D) of the school district and received permission to conduct the study. After permission was granted, a time was chosen for the data collection. On the designated days, the researcher administered the following instruments to the students: Student Information Form, PAIC-Family and the Texas Social Behavior Inventory. The sizes of the classes varied from 9 to 34 students. Each subject completed the 3 instruments. Before marking the instruments, the researcher read a prepared statement to the subjects in order to maintain consistency (Appendix E). Each instrument was examined for completeness, the PAIC-Family was scored and the data were coded by the researcher. The data were analyzed at the Fort Hays State University Computing Center.

Research Procedures

The researcher implemented the following:

(1) a research topic was selected,

(2) a search of the literature was made (ERIC, PsychLit, Sociology Index, Education Index),

(3) instruments were selected,

(4) permission to use instruments was obtained,

(5) permission was obtained from schools,

(6) data were collected,

(7) instruments were scored,

(8) data were coded,

(9) a research proposal was developed and defended before a thesis committee,

(10) data were statistically analyzed,

(11) results were compiled,

(12) the thesis was written and defended before the thesis committee, and

(13) final editing of the thesis.

Data Analysis

The following were compiled:

(1) appropriate descriptive statistics,

(2) three-way analysis of variance (general linear model),

(3) Bonferroni (Dunn) t test for means, and

(4) Duncan's Multiple Range test for means.

Results

The purpose of the researcher was to investigate the self-esteem of junior high and high school students. The independent variables investigated were quality of family life, birth order, family size, maternal employment, grade level and family structure. The dependent variables were the self-esteem scores from the following sub-scales of the Texas

Social Behavior Inventory: Confidence, Dominance, Social Competence and Total. The sample consisted of 166 junior high and high school students. Six composite null hypotheses were tested with three-way analysis of variance (general linear model). The following designs were employed for the composite null hypotheses:

Composite null hypothesis number 1, a 2 X 3 X 3 factorial design;

Composite null hypothesis number 2, a 2 X 3 X 3 factorial design;

Composite null hypothesis number 3, a 2 X 3 X 3 factorial design;

Composite null hypothesis number 4, a 3 X 3 X 3 factorial design;

Composite null hypothesis number 5, a 2 X 3 X 3 factorial design; and

Composite null hypothesis number 6, a 3 X 3 X 3 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Texas Social Behavior Inventory scores according to quality of family life, birth order and family size would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, F values and p levels.

Table 1: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Birth Order and Family Size Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Confidence			
Quality of family life (A)					
Happy	100	23.7[a]	3.54	4.26	.0409
Unhappy	56	22.1[b]	3.83		
Birth order (B)					
First born	57	23.2	3.38		
Last born	49	23.5	3.79	2.18	.1167
Middle born	50	22.7	4.05		
Family Size (C)					
One child	9	22.4	3.57		
Two or three	94	23.3	3.54	0.42	.6517
Four or more	53	23.0	4.09		
		Interactions			
		A X B		2.56	.0809
		A X C		0.18	.8357
		B X C		2.48	.0874
		A X B X C		0.18	.8355

(continued)

Table 1 (continued)

Variable	n	M	S	F value	p level
		Dominance			
Quality of family life (A)					
Happy	100	35.3	5.85	2.54	.1132
Unhappy	56	32.7	6.44		
Birth order (B)					
First born	57	35.5	5.92		
Last born	49	34.5	6.11	2.34	.0998
Middle born	50	32.9	6.33		
Family Size (C)					
One child	9	35.4	7.18		
Two or three	94	34.9	5.88	0.01	.9916
Four or more	53	33.3	6.49		
		Interactions			
		A X B		2.17	.1184
		A X C		0.34	.7097
		B X C		0.68	.5059
		A X B X C		1.94	.1473

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Social Competence			
Quality of family life (A)					
Happy	100	32.0	4.39	2.58	.1104
Unhappy	56	29.7	5.77		
Birth order (B)					
First born	57	31.7g	4.34		
Last born	49	31.7g	5.46	3.14	.0464
Middle born	50	30.1h	5.25		
Family Size (C)					
One child	9	30.3	3.94		
Two or three	94	31.6	5.11	0.61	.5447
Four or more	53	30.5	5.07		
		Interactions			
		A X B		2.28	.1056
		A X C		0.25	.7792
		B X C		0.80	.4525
		A X B X C		3.08	.0492

(continued)

Table 1 (continued)

Variable	n	M*	S	F value	p level
		Total			
Quality of family life (A)					
Happy	100	119.2[a]	16.31	4.31	.0396
Unhappy	56	109.9[b]	19.16		
Birth order (B)					
First born	57	118.5	15.93		
Last born	49	117.2	18.24	2.78	.0655
Middle born	50	111.6	19.22		
Family Size (C)					
One child	9	115.9	19.69		
Two or three	94	117.4	16.97	0.06	.9432
Four or more	53	113.1	19.20		
		Interactions			
		A X B		2.39	.0951
		A X C		0.29	.7509
		B X C		1.26	.2864
		A X B X C		1.83	.1643

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30,18); Dominance (10-50,30); Social Competence (9-45,27); and Total (32-160,96).

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means

[gh] Difference statistically significant at the .05 level

Four of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Three of the statistically significant comparisons were for main effects. The following main effects were significant at the .05 level:

(1) quality of family life for the dependent variable Confidence,

(2) birth order for the dependent variable Social Competence, and

(3) quality of family life for the dependent variable Total.

The results cited in Table 1 indicated the following for main effects:

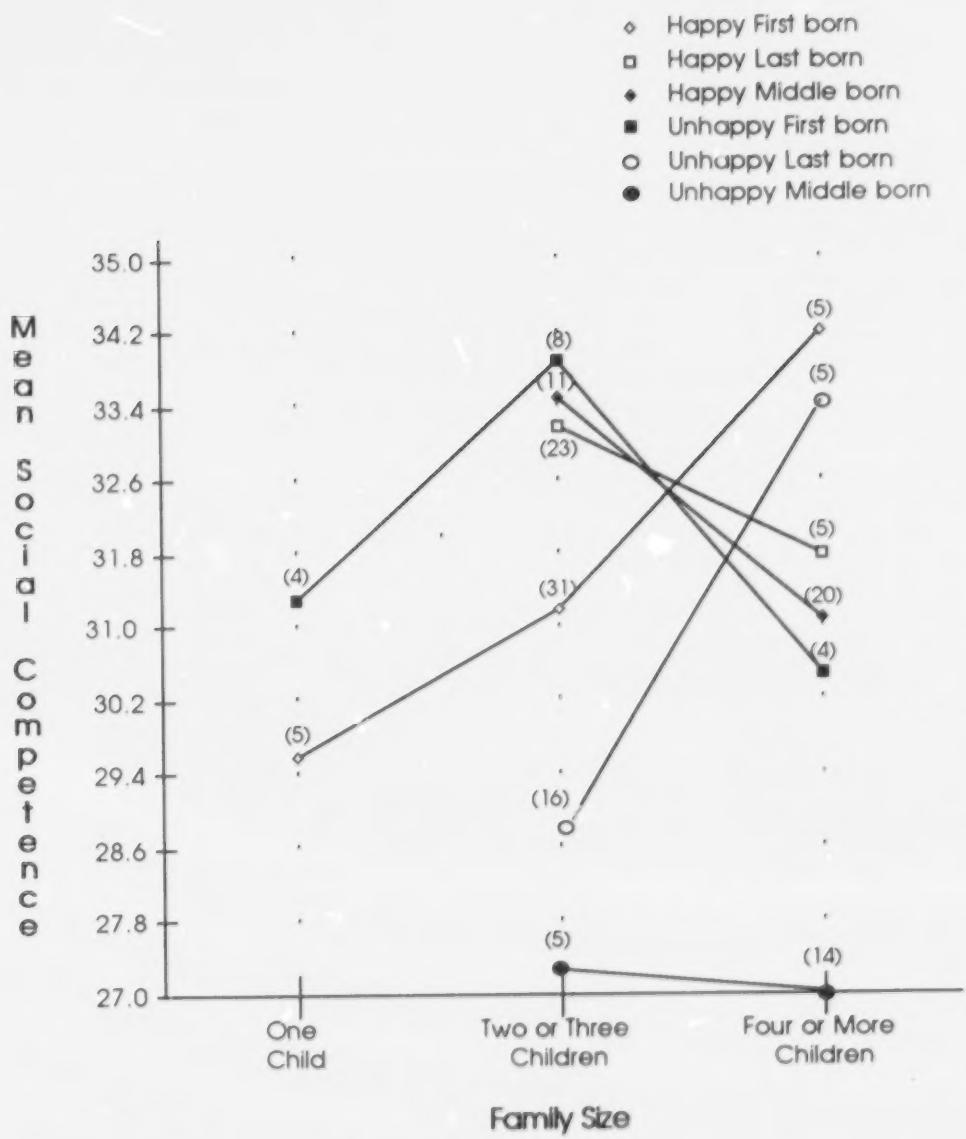
(1) students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Confidence,

(2) students of first and last birth order had statistically higher self-esteem than those of middle birth order for Social Competence, and

(3) students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Total.

One of the statistically significant comparisons was for the interaction among the independent variables quality of family life, birth order and family size for the dependent variable Social Competence. The interaction among the independent variables quality of family life, birth order and family size for the dependent variable Social Competence was depicted in a profile plot. Figure 1 contains mean Social Competence scores and curves for quality of family life and birth order.

Figure 1: The Interaction Among the Independent Variables Quality of Family Life, Birth Order and Family Size for the Dependent Variable Social Competence



The interaction among the independent variables quality of family life, birth order and family size for the dependent variable Social Competence was disordinal. The results cited in Figure 1 indicated the following:

(1) students who reported happy quality of family life, first born and from families of four or more children reported numerically the highest mean Social Competence score of any subgroup, and

(2) students who reported unhappy quality of family life, middle born and from families of four or more children reported numerically the lowest mean Social Competence score of any subgroup.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Texas Social Behavior Inventory scores according to quality of family life, birth order and maternal employment would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, F values and p levels.

Table 2: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Birth Order and Maternal Employment Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Confidence			
Quality of family life (A)					
Happy	100	23.7	3.54	2.90	.0910
Unhappy	56	22.1	3.83		
Birth order (B)					
First born	57	23.2	3.38		
Last born	49	23.5	3.79	0.86	.4266
Middle born	50	22.7	4.05		
Maternal Employment (D)					
Homemaker	30	22.5	3.87		
Part-time	50	23.7	3.30	0.45	.6401
Full-time	76	23.0	3.91		
		Interactions			
		A X B		2.37	.0977
		A X D		0.43	.6487
		B X D		0.41	.7998
		A X B X D		0.17	.9546

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Dominance			
Quality of family life (A)					
Happy	100	35.3	5.85	2.51	.1156
Unhappy	56	32.7	6.44		
Birth order (B)					
First born	57	35.5[d]	5.92		
Last born	49	34.5	6.11	2.99	.0538
Middle born	50	32.9[e]	6.33		
Maternal Employment (D)					
Homemaker	30	32.2	6.31		
Part-time	50	35.5	5.77	0.57	.5688
Full-time	76	34.5	6.24		
		Interactions			
A X B				2.39	.0957
A X D				0.25	.7829
B X D				0.42	.7929
A X B X D				0.17	.9531

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Social Competence			
Quality of family life (A)					
Happy	100	32.0[a]	4.39	9.62	.0023
Unhappy	56	29.7[b]	5.77		
Birth order (B)					
First born	57	31.7	4.34		
Last born	49	31.7	5.46	2.82	.0628
Middle born	50	30.1	5.25		
Maternal Employment (D)					
Homemaker	30	30.1	4.45		
Part-time	50	31.2	5.20	1.27	.2839
Full-time	76	31.5	5.15		
		Interactions			
		A X B		2.99	.0535
		A X D		1.71	.1846
		B X D		0.57	.6855
		A X B X D		0.60	.6625

(continued)

Table 2 (continued)

Variable	n	M*	S	F value	p level
		Total			
Quality of family life (A)					
Happy	100	119.2[a]	16.31	5.91	.0164
Unhappy	56	109.9[b]	19.16		
Birth order (B)					
First born	57	118.5	15.92		
Last born	49	117.2	18.24	2.60	.0779
Middle born	50	111.6	19.22		
Maternal Employment (D)					
Homemaker	30	110.3	17.23		
Part-time	50	117.8	17.87	0.36	.7018
Full-time	76	116.8	17.98		
		Interactions			
		A X B		2.27	.1074
		A X D		0.30	.7447
		B X D		0.25	.9115
		A X B X D		0.12	.9741

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30,18); Dominance (10-50,30); Social Competence (9-45,27); and Total (32-160,96).

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means

[de] Difference statistically significant at the .05 level according to Duncan's multiple range test for means

Four of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Three of the statistically significant comparisons were for main effects. The following main effects were significant at the .05 level:

(1) birth order for the dependent variable Dominance,

(2) quality of family life for the dependent variable Social Competence, and

(3) quality of family life for the dependent variable Total (recurring, Table 1).

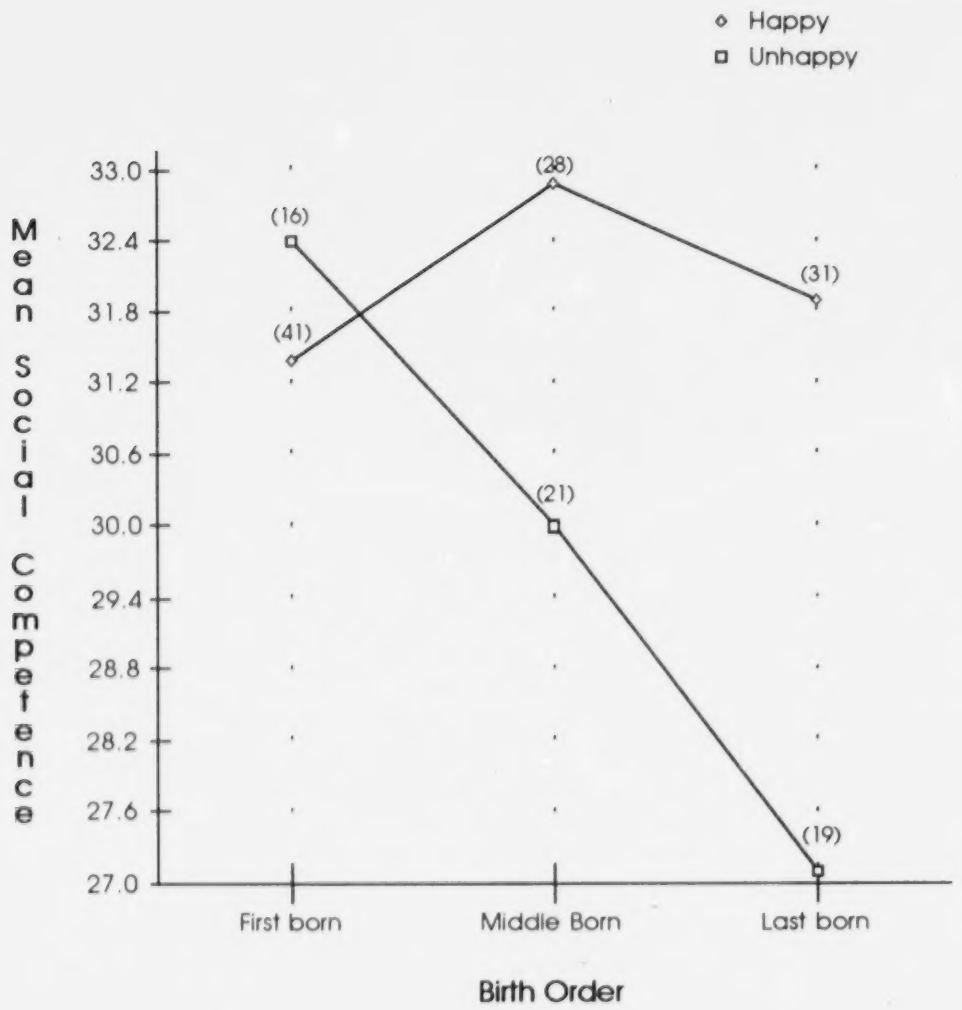
The results cited in Table 2 indicated the following for main effects:

(1) students of first birth order had statistically higher self-esteem than those of middle birth order for Dominance, and

(2) students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Social Competence.

One of the statistically significant comparisons was for the interaction between the independent variables quality of family life and birth order for the dependent variable Social Competence. The interaction between the independent variables quality of family life and birth order for the dependent variable Social Competence was depicted in a profile plot. Figure 2 contains mean Social Competence scores and curves for quality of family life.

Figure 2: The Interaction Between the Independent Variables Quality of Family Life and Birth Order for the Dependent Variable Social Competence



The interaction between quality of family life and birth order for the dependent variable Social Competence was disordinal. The results cited in Figure 2 indicated the following:

(1) students from happy quality of family life and middle born had numerically the highest mean Social Competence score of any subgroup, and

(2) students from unhappy quality of family life and last born had numerically the lowest mean Social Competence score of any subgroup.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Texas Social Behavior Inventory scores according to quality of family life, family size and maternal employment would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values and p levels.

Table 3: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Family Size and Maternal Employment Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Confidence			
Quality of family life (A)					
Happy	100	23.7	3.54	3.41	.0669
Unhappy	56	22.1	3.83		
Family Size (C)					
One child	9	22.4	3.57		
Two or three	94	23.3	3.54	0.04	.9585
Four or more	53	23.0	4.09		
Maternal Employment (D)					
Homemaker	30	22.5	3.87		
Part-time	50	23.7	3.30	0.78	.4622
Full-time	76	23.0	3.91		
		Interactions			
		A X C		0.16	.8500
		A X D		0.51	.5999
		C X D		0.60	.6663
		A X C X D		0.55	.5782

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Dominance			
Quality of family life (A)					
Happy	100	35.3[a]	5.85	4.56	.0344
Unhappy	56	32.7[b]	6.44		
Family Size (C)					
One child	9	35.4	7.18		
Two or three	94	34.9	5.88	0.91	.4059
Four or more	53	33.3	6.49		
Maternal Employment (D)					
Homemaker	30	32.2	6.31		
Part-time	50	35.5	5.77	0.76	.4682
Full-time	76	34.5	6.24		
		Interactions			
		A X C		0.17	.8398
		A X D		0.09	.9120
		C X D		0.71	.5836
		A X C X D		0.73	.4840

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Social Competence			
Quality of family life (A)					
Happy	100	32.0	4.39	3.45	.0655
Unhappy	56	29.7	5.77		
Family Size (C)					
One child	9	30.3	3.94		
Two or three	94	31.6	5.11	0.57	.5692
Four or more	53	30.5	5.07		
Maternal Employment (D)					
Homemaker	30	30.1	4.45		
Part-time	50	31.2	5.20	1.03	.3608
Full-time	76	31.5	5.15		
		Interactions			
		A X C		0.27	.7611
		A X D		1.69	.1887
		C X D		0.40	.8078
		A X C X D		0.49	.6163

(continued)

Table 3 (continued)

Variable	n	M*	S	F value	p level
		Total			
Quality of family life (A)					
Happy	100	119.2[a]	16.31	5.80	.0174
Unhappy	56	109.9[b]	19.16		
Family Size (C)					
One child	9	115.9	19.69		
Two or three	94	117.4	16.97	0.64	.5275
Four or more	53	113.1	19.20		
Maternal Employment (D)					
Homemaker	30	110.3	17.23		
Part-time	50	117.8	17.87	0.99	.3751
Full-time	76	116.8	17.98		
		Interactions			
A X C				0.12	.8894
A X D				0.10	.9061
C X D				0.88	.4754
A X C X D				0.85	.4304

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30,18); Dominance (10-50,30); Social Competence (9-45,27); and Total (32-160,96).

[ab] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means

Two of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Both of the statistically significant comparisons were for main effects. The following main effects were significant at the .05 level:

(1) quality of family life for the dependent variable Dominance, and

(2) quality of family life for the dependent variable Total (recurring, Table 1).

The results cited in Table 3 indicated that students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Dominance.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean Texas Social Behavior Inventory scores according to birth order, family size and maternal employment would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following were cited in Table 4: variables, group sizes, means, standard deviations, F values and p levels.

Table 4: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Birth Order, Family Size and Maternal Employment Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Confidence			
Birth order (B)					
First born	57	23.2	3.38		
Last born	49	23.5	3.79	0.53	.5900
Middle born	50	22.7	4.05		
Family Size (C)					
One child	9	22.4	3.57		
Two or three	94	23.3	3.54	0.36	.7008
Four or more	53	23.0	4.09		
Maternal Employment (D)					
Homemaker	30	22.5	3.87		
Part-time	50	23.7	3.30	0.37	.6922
Full-time	76	23.0	3.91		
		Interactions			
		B X C		1.59	.2080
		B X D		0.42	.7911
		C X D		0.15	.9644
		B X C X D		0.90	.4663

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Dominance			
Birth order (B)					
First born	57	35.5	5.92		
Last born	49	34.5	6.11	1.25	.2896
Middle born	50	32.9	6.33		
Family Size (C)					
One child	9	35.4	7.18		
Two or three	94	34.9	5.88	0.15	.8641
Four or more	53	33.3	6.49		
Maternal Employment (D)					
Homemaker	30	32.2	6.31		
Part-time	50	35.5	5.77	0.22	.8018
Full-time	76	34.5	6.24		
		Interactions			
		B X C		0.97	.3816
		B X D		0.60	.6657
		C X D		0.22	.9262
		B X C X D		0.76	.5505

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Social Competence			
Birth order (B)					
First born	57	31.7	4.34		
Last born	49	31.7	5.46	1.43	.2433
Middle born	50	30.1	5.25		
Family Size (C)					
One child	9	30.3	3.94		
Two or three	94	31.6	5.11	0.13	.8742
Four or more	53	30.5	5.07		
Maternal Employment (D)					
Homemaker	30	30.1	4.45		
Part-time	50	31.2	5.20	0.21	.8118
Full-time	76	31.5	5.15		
		Interactions			
		B X C		0.56	.5716
		B X D		0.35	.8424
		C X D		0.12	.9756
		B X C X D		0.32	.8665

(continued)

Table 4 (continued)

Variable	n	M*	S	F value	p level
		Total			
Birth order (B)					
First born	57	118.5	15.93		
Last born	49	117.2	18.24	1.04	.3547
Middle born	50	111.6	19.22		
Family Size (C)					
One child	9	115.9	19.69		
Two or three	94	117.4	16.97	0.01	.9949
Four or more	53	113.1	19.20		
Maternal Employment (D)					
Homemaker	30	110.3	17.23		
Part-time	50	117.8	17.87	0.42	.6606
Full-time	76	116.8	17.98		
		Interactions			
		B X C		0.85	.4308
		B X D		0.28	.8937
		C X D		0.10	.9815
		B X C X D		0.70	.5960

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30,18); Dominance (10-50,30); Social Competence (9-45,27); and Total (32-160,96).

None of the 28 p-values was statistically significant at the .05 level; therefore, the null hypotheses for all comparisons were retained. Results cited in Table 4 indicated no associations for any of the independent and dependent variables.

It was hypothesized in composite null hypothesis number 5 that the differences among the mean Texas Social Behavior Inventory scores according to quality of family life, grade level and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 5 was presented in Table 5. The following were cited in Table 5: variables, group sizes, means, standard deviations, F values and p levels.

Table 5: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Quality of Family Life, Grade Level and Family Structure Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Confidence			
Quality of family life (A)					
Happy	100	23.7[a]	3.54	3.98	.0479
Unhappy	56	22.1[b]	3.83		
Grade Level (E)					
7th and 8th	60	22.6	3.96		
9th and 10th	35	23.2	3.96	0.12	.8828
11th and 12th	61	23.7	3.29		
Family Structure(F)					
Two biological parents	118	22.8	3.83		
Mother and step-father	17	24.8	2.77	1.84	.1632
Other	21	23.7	3.50		
		Interactions			
		A X E		1.02	.3618
		A X F		0.03	.9721
		E X F		1.44	.2248
		A X E X F		0.45	.7721

(continued)

Table 5 (continued)

Variable	n	M*	S	F value	p level
		Dominance			
Quality of family life (A)					
Happy	100	35.3	5.85	1.47	.2280
Unhappy	56	32.7	6.44		
Grade Level (E)					
7th and 8th	60	33.9	6.45		
9th and 10th	35	34.0	5.47	0.59	.5535
11th and 12th	61	35.0	6.32		
Family Structure(F)					
Two biological parents	118	33.9	6.51		
Mother and step-father	17	36.2	4.09	1.31	.2719
Other	21	35.8	5.24		
		Interactions			
		A X E		0.72	.4894
		A X C		0.31	.7359
		E X F		0.75	.5569
		A X E X F		1.56	.1875

(continued)

Table 5 (continued)

Variable	n	M*	S	F value	p level
		Social Competence			
Quality of family life (A)					
Happy	100	32.0	4.39	1.59	.2088
Unhappy	56	29.7	5.77		
Grade Level (E)					
7th and 8th	60	31.3	5.42		
9th and 10th	35	30.9	5.03	0.93	.3963
11th and 12th	61	31.1	4.72		
Family Structure(F)					
Two biological parents	118	30.3[a]	5.03		
Mother and step-father	17	34.1[b]	4.17	6.36	.0023
Other	21	33.6[b]	4.06		
		Interactions			
		A X E		1.66	.1939
		A X F		1.14	.3231
		E X F		0.39	.8144
		A X E X F		1.60	.1789

(continued)

Table 5 (continued)

Variable	n	M*	S	F value	p level
		Total			
Quality of family life (A)					
Happy	100	119.2	16.31	3.10	.0805
Unhappy	56	109.9	19.16		
Grade Level (E)					
7th and 8th	60	114.4	19.54		
9th and 10th	35	115.9	16.58	0.55	.5802
11th and 12th	61	117.3	17.10		
Family Structure(F)					
Two biological parents	118	113.7[d]	18.50		
Mother and step-father	17	124.5[e]	12.72	3.03	.0518
Other	21	121.1	15.24		
		Interactions			
A X E				1.48	.2301
A X F				0.28	.7539
E X F				0.67	.6153
A X E X F				2.17	.0758

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30,18); Dominance (10-50,30); Social Competence (9-45,27); and Total (32-160,96).

[d] Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means

[de] Difference statistically significant at the .05 level according to Duncan's multiple range test for means

Three of the 28 p-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The following main effects were significant at the .05 level:

(1) quality of family life for the dependent variable Confidence (recurring, Table 1),

(2) family structure for the dependent variable Social Competence, and

(3) family structure for the dependent variable Total.

The results cited in Table 5 indicated the following for main effects:

(1) students from family structure of mother and step-father and other had statistically higher self-esteem than those from family structure of two biological parents for Social Competence, and

(2) students from family structure of mother and step-father had statistically higher self-esteem than those from family structure of two biological parents for Total.

It was hypothesized in composite null hypothesis number 6 that the differences among the mean Texas Social Behavior Inventory scores according to maternal employment, grade level and family structure would not be statistically significant. Information pertaining to composite null hypothesis number 6 was presented in Table 6. The following were cited in Table 6: variables, group sizes, means, standard deviations, F values and p levels.

Table 6: A Comparison of Mean Texas Social Behavior Inventory Scores for Junior High and High School Students According to Maternal Employment, Grade Level and Family Structure Employing a Three-way Analysis of Variance (General Linear Model)

Variable	n	M*	S	F value	p level
		Confidence			
Maternal Employment (D)					
Homemaker	30	22.5	3.87		
Part-time	50	23.7	3.30	0.32	.7284
Full-time	76	23.0	3.91		
Grade Level (E)					
7th and 8th	60	22.6	3.96		
9th and 10th	35	23.2	3.96	0.04	.9602
11th and 12th	61	23.7	3.29		
Family Structure(F)					
Two biological parents	118	22.8	3.83		
Mother and step-father	17	24.8	2.77	1.68	.1899
Other	21	23.7	3.50		
		Interactions			
		D X E		0.49	.7407
		D X F		0.40	.8070
		E X F		1.03	.3939
		D X E X F		0.47	.8260

(continued)

Table 6 (continued)

Variable	n	M	S	F value	p level
		Dominance			
Maternal Employment (D)					
Homemaker	30	32.2	6.31		
Part-time	50	35.5	5.77	0.38	.6840
Full-time	76	34.5	6.24		
Grade Level (E)					
7th and 8th	60	33.9	6.45		
9th and 10th	35	34.0	5.47	0.04	.9627
11th and 12th	61	35.0	6.32		
Family Structure(F)					
Two biological parents	118	33.9	6.51		
Mother and step-father	17	36.2	4.09	1.19	.3078
Other	21	35.8	5.24		
		Interactions			
D X E				0.46	.7668
D X F				0.44	.7780
E X F				0.58	.6806
D X E X F				0.28	.9459

(continued)

Table 6 (continued)

Variable	n	M*	S	F value	p level
		Social Competence			
Maternal Employment (D)					
Homemaker	30	30.1	4.45		
Part-time	50	31.2	5.20	0.34	.7096
Full-time	76	31.5	5.15		
Grade Level (E)					
7th and 8th	60	31.3	5.42		
9th and 10th	35	30.9	5.03	0.29	.7492
11th and 12th	61	31.1	4.72		
Family Structure(F)					
Two biological parents	118	30.3[a]	5.03		
Mother and step-father	17	34.1[b]	4.17	4.76	.0101
Other	21	33.6	4.06		
		Interactions			
		D X E		0.27	.8943
		D X F		0.08	.9875
		E X F		0.32	.8645
		D X E X F		0.61	.7253

(continued)

Table 6 (continued)

Variable	n	M*	S	F value	p level
		Total			
Maternal Employment (D)					
Homemaker	30	110.3	17.23		
Part-time	50	117.8	17.87	0.60	.5498
Full-time	76	116.8	17.98		
Grade Level (E)					
7th and 8th	60	114.4	19.54		
9th and 10th	35	115.9	16.58	0.01	.9925
11th and 12th	61	117.3	17.10		
Family Structure(F)					
Two biological parents	118	113.7	18.50		
Mother and step-father	17	124.5	12.72	2.27	.1070
Other	21	121.1	15.24		
		Interactions			
		D X E		0.37	.8324
		D X F		0.12	.9758
		E X F		0.59	.6674
		D X E X F		0.30	.9357

* The larger the value the greater the self-esteem.

** The possible scores and theoretical means were the following: Confidence (6-30,18); Dominance (10-50,30); Social Competence (9-45,27); and Total (32-160,96).

ab Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means

One of the 28 p-values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for the main effect of family structure for the dependent variable Social Competence (recurring, Table 5). The results in Table 6 indicated no additional associations between independent and dependent variables.

Discussion

Summary

The purpose of the researcher was to investigate the self-esteem of junior high and high school students. The independent variables investigated were quality of family life, birth order, family size, maternal employment, grade level and family structure. The dependent variables were the self-esteem scores from the following sub-scales of the Texas Social Behavior Inventory: Confidence, Dominance, Social Competence and Total. The sample consisted of 166 junior high and high school students. Six composite null hypotheses were tested with three-way analysis of variance (general linear model).

A total of 92 comparisons were made, plus 76 recurring. Of the 92 comparisons, 24 were for main effects and 68 were for interactions. Of the 24 main effects, eight were statistically significant at the .05 level. The following main effects were statistically significant at the .05 level:

(1) quality of family life for the dependent variable Confidence,

(2) birth order for the dependent variable Social Competence,

(3) quality of family life for the dependent variable Total,

(4) birth order for the dependent variable Dominance,

(5) quality of family life for the dependent variable Social Competence,

(6) quality of family life for the dependent variable Dominance,

(7) family structure for the dependent variable Social Competence, and

(8) family structure for the dependent variable Total.

The results of the present study indicated the following for main effects:

(1) students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Confidence,

(2) students of first and last birth order had statistically higher self-esteem than those of middle birth order for Social Competence,

(3) students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Total,

(4) students of first birth order had statistically higher self-esteem than those of middle birth order for Dominance,

(5) students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Social Competence,

(6) students from happy quality of family life had statistically higher self-esteem than those from unhappy quality of family life for Dominance,

(7) students from family structure of mother and step-father and other had statistically higher self-esteem than those from family structure of two biological parents for Social Competence, and

(8) students from family structure of mother and step-father had statistically higher self-esteem than those from family structure of two biological parents for Total.

Of the 68 interactions, 2 were statistically significant. The following were statistically significant at the .05 level:

(1) quality of family life, birth order and family size for the dependent variable Social Competence, and

(2) quality of family life and birth order for the dependent variable Social Competence.

The Related Literature and the Results of the Present Study

The results of the present study supported the findings by Coopersmith (1967) that children were likely to use the context of their family to judge their own worth. Cooper, Holman and Braithwaite (1983) indicated that children who do not find their home environments supportive and happy score lowest on self-esteem. The present study supported these findings. The results of the present study also supported the findings by Parish, Dostal and Parish (1981) who reported that

regardless of the intactness of the family, happiness within the family is very important.

Gates, Lineberger, Crockett and Hubbard (1986) found that first born children showed significantly higher levels of self-esteem than second born and youngest children. The present study supported the findings that first borns showed higher levels of self-esteem than middle children, but found no significance of first borns having higher self-esteem than youngest children. The results of the present study gave no information to support Coopersmith's (1967) finding that only children were much higher in self-esteem. However, the present study did support Coopersmith's findings that children in smaller families are no higher in self-esteem than are those in larger families. Nye, Carlson and Garrett (1970) found that the small family of one or two children was superior to either medium-sized or large families. The results of the present study did not support this finding.

Anderson, Mead and Sullivan (1986) found that more that half of the students reported that their mothers worked outside of the home. This was apparent in the present study. Etaugh (1984); Dellas, Faier, Emihovich (1979); and Greenberger and O'Neil (1992) all concluded that maternal employment had no consistently differentiating effect on self-esteem. The present study supported these findings.

Conflicting results were found involving grade level and self-esteem. Several authors reported that self-esteem increased with grade level. The

authors were the following: Bachman and O'Malley (1977), McCarthy and Hoge (1982), O'Malley and Bachman (1983) and Chiam (1987). The results of the present study did not concur with these findings.

The results of the present study supported the findings of Raschke and Raschke (1979) that children are not adversely affected by living in a single-parent family, but that family conflict and parental unhappiness can be detrimental. The present study did not support the findings of Cooper, Holman and Braithwaite (1983) or Raschke and Raschke in that family structure does not effect self-esteem. The present study did find some associations of family structure and self-esteem. Authors of several studies concluded that children from intact families were significantly better off than those from other family types. The authors were the following: Nunn and Parish (1982); Parish and Parish (1983) and Nunn, Parish and Worthing (1983). The results of the present study contradicted these findings.

Generalizations

The results of the present study appeared to support the following generalizations:

(1) students from happy quality of family life have higher self-esteem (Confidence) than those from unhappy quality of family life,

(2) students from happy quality of family life have higher self-esteem (Total) than those from unhappy quality of family life,

(3) students of first birth order have higher self-esteem (Dominance)

than those of middle birth order,

(4) students from happy quality of family life have higher self-esteem (Dominance) than those from unhappy quality of family life,

(5) students from family structure of mother and step-father and other have higher self-esteem (Social Competence) than those from family structure of two biological parents,

(6) students from family structure of mother and step-father have higher self-esteem (Total) than those from family structure of two biological parents,

(7) quality of family life, birth order and family size should be interpreted concurrently for Social Competence,

(8) no associations between maternal employment and self-esteem, and

(9) no associations between grade level and self-esteem.

Recommendations

The results of the present study appear to support the following recommendations:

(1) the study should be replicated employing a large random sample in a variety of geographical locations,

(2) the study should be replicated at additional grade levels, and

(3) the study should be replicated employing different independent variables.

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Appendix A

Letter - Dr. Thomas Parish

902 Iowa Street
Pratt, KS 67124
March 27, 1995

Dr. Thomas S. Parish
College of Education
Kansas State University
317 Blumont Hall
Manhattan, KS 66506

Dear Dr. Parish:

My name is Kim Lee. I am currently working on my Masters thesis in counseling through Fort Hays State University. As part of my thesis dealing with the self-esteem of children as related to quality of family life, I would like your permission to use your Personal Attribute Inventory for Children as a measure of quality of family life. I would like to request your permission to use your PAIC instrument and to obtain a copy of the instrument and its key. If I may use your instrument, I would also like to ask your permission to include your inventory in the appendix of my thesis. If you have any other information on the inventory or on its reliability and validity, I would appreciate any of that information also.

I plan to administer your instrument to 7th through 12th grade students in April or May, 1995. I have enclosed a self-addressed, stamped envelope for the purpose of facilitating your response to my request. Should you require further information from me, I can be reached at (316) 672-5651 between 8:00 a.m. and 4:30 p.m. and at (316) 672-6940 after 4:30 p.m. Thank you for your assistance in this matter.

Sincerely,

Kim Lee

Kim Lee
902 Iowa
Pratt, KS 67124

Appendix B

Letter - Mr. Helmreich

902 Iowa Street
Pratt, KS 67124
March 27, 1995

Mr. Robert Helmreich
The University of Texas at Austin
Austin, Texas 78712

Dear Mr. Helmreich:

My name is Kim Lee. I am currently working on my Masters thesis in counseling through Fort Hays State University. As part of my thesis dealing with the self-esteem of children, I would like your permission to use your Texas Social Behavior Inventory. I would like to request your permission to use your instrument and to obtain a copy of the instrument and its key. If I may use the instrument, I would also like to ask your permission to include your inventory in the appendix of my thesis. If you have any other information on the inventory or on its reliability and validity, I would appreciate any of that information also.

Dr. Bill Daley is my advisor at Fort Hays State University in the Counseling Department. The number is (913) 628-4412, if you need to confer with him about this matter.

I plan to administer your instrument to 7th through 12th grade students in April or May, 1995. I have enclosed a self-addressed, stamped envelope for the purpose of facilitating your response to my request. Should you require further information from me, I can be reached at (316) 672-5651 between 8:00 a.m. and 4:30 p.m. and at (316) 672-6940 after 4:30 p.m. Thank you for your assistance in this matter.

Sincerely,

Kim Lee

Kim Lee
902 Iowa
Pratt, KS 67124

Permission granted
Robert Helmreich
4/6/95

Appendix C

Letter - Jr. High Principal

902 Iowa Street
Pratt, KS 67124
March 27, 1995

ok, I suggest your work through Mr. Heaton.
JW

Mr. Jack Wallace
Skyline Schools
20269 West U.S. Highway 54
Pratt, KS 67124

Dear Mr. Wallace:

I am currently working on my Masters thesis in counseling through Fort Hays State University. As part of my thesis dealing with the self-esteem of Junior High and High School students, I would like to request your permission to include the Skyline Junior High School students in my study. I would like to survey the students some time in late April or early May, 1995. The individual responses will be kept completely confidential. Should you decide to allow your students to be a part of this study, I will be happy to provide your school with a copy of my findings upon completion of this thesis.

If you have any questions, feel free to contact me at (316) 672-5651 between 8:00 a.m. and 4:30 p.m. and at (316) 672-6940 after 4:30 p.m. Thank you for your assistance in this matter. I look forward to hearing from you.

Sincerely,

Kim Lee

Kim Lee

Appendix D

Letter - High School Principal

902 Iowa Street
Pratt, KS 67124
March 27, 1995

Mr. Scott Sheldon
Skyline Schools
20269 West U.S. Highway 54
Pratt, KS 67124

Dear Mr. Sheldon:

I am currently working on my Masters thesis in counseling through Fort Hays State University. As part of my thesis dealing with the self-esteem of Junior High and High School students, I would like to request your permission to include the Skyline High School students in my study. I would like to survey the students some time in late April or early May, 1995. The individual responses will be kept completely confidential. Should you decide to allow your students to be a part of this study, I will be happy to provide your school with a copy of my findings upon completion of this thesis.

If you have any questions, feel free to contact me at (316) 672-5651 between 8:00 a.m. and 4:30 p.m. and at (316) 672-6940 after 4:30 p.m. Thank you for your assistance in this matter. I look forward to hearing from you.

Sincerely,

Kim Lee

Kim Lee

OK sounds good to me! Good luck!
3-29-95

Appendix E

Testing Procedure

Testing Procedure

1. Say: **I am completing a thesis for a Master's Degree in counseling from Fort Hays State University. For this thesis, I am collecting data about students' attitudes and opinions to see how they differ on various factors including birth order, family size, family structure and mother's employment. All responses of the individual will be kept confidential. In order for your responses to be used, please complete all questions on all three instruments. PLEASE DO NOT PUT YOUR NAME ON ANY OF THE SURVEYS. If you have any questions at any time during this process, please raise your hand and ask for assistance.**

2. Hand out the packet of three surveys.

3. Say: **The information form on the top page will give me some information about you and your family. Please fill it out completely. Do not skip any questions. Please wait until everyone is finished before going on to the next survey.**

4. Read the directions given at the top of the PAI.

5. Say: **Read through this list of words, then put an X in the blank beside the 15 words which best describe your family. Again, please wait until everyone is ready to go on to the next survey.**

6. Read the directions given at the top of the TSBI.

7. Say: **The Texas Social Behavior Inventory is designed to gather background and social behavior data. Each item has a scale marked with the letters A, B, C, D, and E, with (A) indicating "not at**

all characteristic of me" and (E) "very much characteristic of me," and the other letters, point in between.

For each item, circle the letter which best describes how characteristic the item is of you.

8. After all have finished, collect the surveys.

9. Say: **Thank you all very much for taking the time to complete these surveys and for being a part of my thesis. The information that you have given will be used in a project comparing the ways children from different kinds of families and backgrounds feel. I will not know how any one of you answered individually, only how the group as a whole answered.**

Appendix F

Student Information Form

Information Form

In order for your responses to be used, you must complete all of the questions on this form. All information for the individual will be kept confidential.

1. Please check the appropriate response.
   _____ Male
   _____ Female

2. Please check the response that best represents you.
   _____ Firstborn or Only Child
   _____ Lastborn
   _____ Middle Born (Born between siblings)

3. Please check the response that best represents your family.
   _____ One Child
   _____ Two or Three Children
   _____ Four or More Children

4. Please check the response that best represents your mother's work.
   _____ Homemaker
   _____ Employed part-time outside the home
   _____ Employed full-time outside the home
   _____ Other (Please Specify) _____

5. Please check your appropriate grade level
   _____ 7th Grade
   _____ 8th Grade
   _____ 9th Grade
   _____ 10th Grade
   _____ 11th Grade
   _____ 12th Grade

6. Please check the response that best represents your family structure that you have lived with for the majority of your life.
   _____ Both Biological Parents
   _____ Mother Only
   _____ Father Only
   _____ Mother and Stepfather
   _____ Father and Stepmother
   _____ Other Relative
   _____ Other (Please Specify) _____

Appendix G

Personal Attribute Inventory for Children - Family

The Personal Attribute Inventory for Children - Family

Read through this list of words, then put an X in the blank beside the 15 words which best describe your family.

____Afraid
____Angry
____Awkward
____Bad
____Beautiful
____Bitter
____Brave
____Calm
____Careless
____Cheerful
____Complaining
____Cowardly
____Cruel
____Dirty
____Dumb
____Fairminded
____Foolish
____Friendly
____Gently
____Gloomy
____Good
____Great
____Greedy
____Handsome
____Happy
____Healthy
____Helpful
____Honest
____Jolly
____Kind
____Lazy
____Lovely
____Mean
____Nagging
____Nice
____Polite
____Pretty
____Rude
____Selfish
____Show-off
____Strong
____Sweet
____Ugly
____Unfriendly
____Weak
____Wise
____Wonderful
____Wrongful

Thomas S. Parish

Appendix H

Texas Social Behavior Inventory

Texas Social Behavior Inventory

The Texas Social Behavior Inventory is designed to gather background and social behavior data. Each item has a scale marked with the letters A, B, C, D, and E, with (A) indicating "not at all characteristic of me" and (E) "very much characteristic of me," and the other letters, point in between.

For each item, circle the letter which best describes how characteristic the item is of you.

1. I am not likely to speak to people until they speak to me.
   - A. Not at all characteristic of me
   - B. Not very characteristic of me
   - C. Slightly characteristic of me
   - D. Fairly characteristic of me
   - E. Very much characteristic of me

2. I would describe myself as socially unskilled.
   - A. Not at all characteristic of me
   - B. Not very characteristic of me
   - C. Slightly characteristic of me
   - D. Fairly characteristic of me
   - E. Very much characteristic of me

3. I frequently find it difficult to defend my point of view when confronted with the opinions of others.
   - A. Not at all characteristic of me
   - B. Not very characteristic of me
   - C. Slightly characteristic of me
   - D. Fairly characteristic of me
   - E. Very much characteristic of me

4. I would be willing to describe myself as a pretty "strong" personality.
   - A. Not at all characteristic of me
   - B. Not very characteristic of me
   - C. Slightly characteristic of me
   - D. Fairly characteristic of me
   - E. Very much characteristic of me

5. When I work on a committee I like to take charge of things.
   - A. Not at all characteristic of me
   - B. Not very characteristic of me
   - C. Slightly characteristic of me
   - D. Fairly characteristic of me
   - E. Very much characteristic of me

6. I would describe myself as self-confident.
   - A. Not at all characteristic of me
   - B. Not very characteristic of me
   - C. Slightly characteristic of me
   - D. Fairly characteristic of me
   - E. Very much characteristic of me

7. I usually expect to succeed in the things I do.
   - A. Not at all characteristic of me
   - B. Not very characteristic of me
   - C. Slightly characteristic of me
   - D. Fairly characteristic of me
   - E. Very much characteristic of me

8. I feel confident of my appearance.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

9. I am a good mixer.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

10. I feel comfortable approaching someone in a position of authority over me.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

11. I enjoy being around other people, and seek out social encounters frequently.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

12. When in a group of people, I have trouble thinking of the right thing to say.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

13. When in a group of people, I usually do what the others want rather than make suggestions.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

14. When I am in disagreement with other people, my opinion usually prevails.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

15. I feel confident of my social behavior.
   A. Not at all characteristic of me
   B. Not very characteristic of me
   C. Slightly characteristic of me
   D. Fairly characteristic of me
   E. Very much characteristic of me

16. I feel I can confidently approach and deal with anyone I meet.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

17. I would describe myself as one who attempts to master situations.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

18. I would describe myself as happy.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

19. Other people look up to me.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

20. I enjoy being in front of large audiences.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

21. When I meet a stranger, I often think that he or she is better than I am.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

22. I enjoy social gatherings just to be with people.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

23. It is hard for me to start a conversation with strangers.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

24. People seem naturally to turn to me when decisions have to be made.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

25. I make a point of looking other people in the eye.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

26. I feel secure in social situations.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

27. I like to exert my influence over other people.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

28. I cannot seem to get others to notice me.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

29. I would rather not have very much responsibility for other people.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

30. I feel comfortable being approached by someone in a position of authority.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

31. I would describe myself as indecisive.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

32. I have no doubts about my social competence.
    A. Not at all characteristic of me
    B. Not very characteristic of me
    C. Slightly characteristic of me
    D. Fairly characteristic of me
    E. Very much characteristic of me

Appendix I

Scoring - Texas Social Behavior Inventory

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The Texas Social Behavior Inventory consisted of 32 items. To score the TSBI, all items were given scores ranging from 1 to 5 with A being the response scored 1 and E the response scored 5. Item numbers 1, 2, 3, 12, 13, 21, 23, 28, 29 and 31 were negative items so the scoring was reversed; A was scored 5 and E was scored 1. The total score for each subject is the sum of all items giving a possible range of 32 to 160.

Three subscales were used; Confidence, Dominance and Social Competence. These scores were obtained by totaling the scores from the items included in the appropriate subscale. The scores for Confidence have a possible range of 6 to 30. The item numbers for Confidence include 6, 7, 8, 15, 21 and 28. The scores for Dominance have a possible range of 10 to 50. The item numbers for Dominance include 3, 4, 5, 14, 17, 19, 20, 24, 27 and 31. The scores for Social Competence have a possible range of 9 to 45. The item numbers for Social Competence include 3, 9, 11, 12, 13, 22, 23, 26 and 28.